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ABSTRACT

This third of 14 curriculum modules in the Family and Community Services Occupational Education Modules series deals with roles and responsibilities in a family and community services work situation. It focuses on employer-employee roles as well as relationships with co-workers. Information about laws, regulations, policies, and procedures is also included. Each of the four competencies covered in this module ecompasses a number of objectives, suggested strategies for student experiences, and references and resources. Supplemental material for strategies, such as handouts, self-evaluation devices, and case studies, are found in the appendix. Other materials include an achievement test with answer key and matrix indicating competencies tested with Bloom's taxonomy level for items. (YLB)

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ED203104

Family and Community Services

MODULE III

ROLES AND RESPONSIBILITIES IN FAMILY AND COMMUNITY SERVICES OCCUPATIONS

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CURRICULUM MODULES

I. Securing Employment (Office of Education)

II. Self Development and Understanding

III. Roles and Responsibilities in Family and Community Services Occupations

IV. Resources, Facilities, and Personnel in Family and Community Services

V. The Helping Process

VI. Physical, Psycho-Social, and Economic Needs of Various Target Groups

VII. Care of the Individual

VIII. Decision-making and Management

IX. Care of Home, Equipment, and Possessions

X. Crisis and Emergency

XI. Chemical Dependence

XII. The Family: Functions and Structures

XIII. Death and Dying

XIV. Ethics and Morality

How To Use the Modules

1. Select competencies which you believe your students should have when completing the course and/or work experience.

2. Examine the objectives and select those appropriate for your students.

3. Read the strategies and select those which are suitable for your students, your facilities, and your own abilities and knowledge.

4. Examine resources and appendix to determine what needs to be reproduced and/or ordered. You may have student texts or other materials which can be substituted for those listed in the Modules. (You all know that films and books need to be ordered far in advance of use.)

5. Read the test and revise it to include only those sections which relate to the competencies you have selected. If you do not agree with the key, modify or eliminate the item. When the test is revised, numbering will have to be changed. Please note that one answer gives one point. There are no 1/2 or 1/4 point items in the tests. The matrices which indicate the competencies and taxonomy level for groups of items are only approximate and must be related to your individual application of the materials.

6. Add to and eliminate at any point in the use of the materials. The curriculum modules have been developed as supportive devices to help you utilize your experience, knowledge, and creativity. Students will also have ideas for strategies and resources from their own experience.

7. Proceed with teaching, learning and evaluating. Evaluation and adjustments should be continuous. As you know, what works with one group of students may not work with another group. One Module might be appropriate this year, but not next year and appropriateness of the components of the Modules will change also.

Some Overall Reminders

1. Preview films before showing.

2. Read text before assigning.

3. Order materials and films during school year preceeding the course if possible.

4. Read test items and key before administering test items.

5. Do not use Modules as lesson plans.

6. Know your community and students.

7. Utilize resource people.

8. Plan your Family and Community Services course in the full context of your program. Some competencies may have been learned in other courses. If suitable, you may establish prerequisites such as a Food and Nutrition or Child Development course.

Family and Community Services

MODULE III - Roles and Responsibilities in Family and Community Services Occupations

Competentices:	Objectives:
1. Analyze the relationship of the employee's attitudes and skills to responsibilities and roles in a family and community services work situation.	1.1 Identify various duties, responsibilities, and roles the employee may have on the job.
	1.2 Comprehand the differences in roles and responsibilities when working in a home, a private industry or a public institution.

Suggested Strategies. Students will	References and Resources
1.1.1 List employee roles, duties, and responsibilities for certain jobs by brainstorming in small groups, for example: feeding elderly, shopping for a family when mother is ill, cleaning when mother is ill, cleaning bathroom in motel.	
1.1.2 Present the group's list of responsibilities, duties, and roles, etc. to the class (from 1.1.1), and add additional ones that the class suggests.	
1.1.3 Listen to employee resource people speak about their responsibilities, duties and roles on the job.	1.1.3 Resource panel
1.1.4 Go on a field trip to a place of employment, and record the duties and roles of an employee who is doing work similar to what the student will do. List the duties of another job higher on the career ladder, or interview an employee using the interview form provided.	1.1.4 See Appendix for one suggested form Teacher should be very familiar with field trip site.
1.1.5 Identify factors important to working conditions on a job by checking or listing those factors important to you as an individual & compose a classified ad describing the position.	
1.2.1 Read pp. 338-346 in Person to Person. Discuss the questions "To Sum Up" on page 347.	1.2.1 Sasse, Connie R. Person to Person. Chas. A. Bennett Co., Inc. Peoria, IL. 1978.
1.2.2 Look through want ads and select those ads which fit in family and community services, then classify as to 1.) Home 2.) Private Industry or Agency 3.) Public Institution or Agency.	
1.2.3 Read the Job Definitions for Family and Community Services (hand out) and Tasks Performed (hand out)	1.2.3 Appendix: Job Definitions and Tasks Performed ...
1.2.4 Discuss additional tasks and responsibilities which make each job unique.	

Competencies:	Objectives:
1. (continued)	1.3 Determine basic skills and attitudes essential to fulfilling employee responsibilities and roles.
2. Analyze co-worker relationships that affect performance on the job.	2.1 Understand importance of good co-worker relationships in order to succeed in family and community service occupations.

Suggested Strategies. Students will:	References and Resources
1.3.1 Break into two groups (one group be employers the other employees) and list the skills and attitudes they would look for and those they would require for a specified job.	
1.3.2 Listen to a panel of employers on the topic of skills and attitudes employers look for in an employee.	1.3.2 Community employers and/or Advisory Committee members
1.3.3 Discuss information presented by the panel.	
1.3.4 Compare the lists of skills and attitudes the panel of employers gave with those derived from student brainstorming by discussing possible reasons for similarities and differences.	
1.3.5 Interview an employee and employer involved in the same type of work, and find out the responsibilities and roles for the employee's job from both the employer and employee viewpoint. Compare them.	
1.3.6 List skills and attitudes, or write a job description for the job explored in 1.3.5.	
2.1.1 Read assignment and discuss with teacher and class.	2.1.1 Clayton, Nanalee. Young Living. Chas. A. Bennett Co., Inc. Peoria, IL 61614. Chapt. 3, "Getting Along with Others." Sasse, Connie R. Person to Person. Chas. A. Bennett Co., Inc. Chapt. 15, pp. 347-360.
2.1.2 List desirable qualities they would look for in a co-worker and then evaluate selves using this list.	2.1.2 Appendix, Getting Along with Co-workers - Character and Social Traits and How to Get Along With Co-Workers.
2.1.3 Give examples of how these qualities affect working conditions, and discuss with class. Compare with classmates lists by eliminating the least important rank ordering, or making a paper chain and removing nearest links, or using building block concept.	2.1.3 Use list from 2.1.2.

Competencies:	Objectives:
2. (continued)	2.2 Recognize the problems that occur between co-workers and alternatives to handling problem situations.
	2.3 Express personal views and attitudes toward employees role in developing and maintaining good interpersonal relationships on the job.

Suggested Strategies. Students will:	References and Resources:
2.2.1 Role-play and discuss "co-worker problem situations." Videotape for replay if possible.	2.2.1 Appendix, "Suggestions for Role-playing Co-worker Problem Situations." Student Manual for Occupational Relations. College of Education of University of Minnesota. Nicholson Hall Bookstore, University of Minnesota, Minneapolis, MN 55455 Unit VI. $3.95.
2.2.2 Listen to panel of employers discuss employee problems they have observed.	2.2.2 Local employers.
2.2.3 Read Chapter 8 in Succeeding in the World of Work.	2.2.3 Chapter 8, Human Relationship in Kimbrell and Vineyard, Succeeding in the World of Work. McKnight, 1975.
2.2.4 View filmstrip You and Your Co-worker and discuss with class.	2.2.4 Filmstrip: You and Your Co-worker, Singer Education and Training Products, 1345 Diversey Parkway, Chicago.
2.3.1 Read assignment on the responsibility of a person to a relationship.	2.3.1 Assignment: Chapter 1, Relationships in a Changing World, pp. 12-23 in Person to Person. Connie R. Sasse, Bennett. Peoria, IL. 1978.
2.3.2 a.) Get into small groups and brainstorm about possible problems with future employer. b.) Report back to class about problems and discuss preventative and/or solution behaviors for each problem or 2.3.3 List on paper 10 character traits that you think would have the strongest positive or negative effect on a relationship or 2.3.4 Share 10 character traits and make class listing on blackboard; then choose the top 10 positive and negative traits.	2.3.2 Teacher lead discussion.
2.3.5 View filmstrip Job Attitudes: Why Work at All and discuss with classmates.	2.3.5 Filmstrip: Job Attitudes: Why Work at All? Guidance Associates, 747 3rd Ave., N.Y. 10017 Additional Reading: Baleo, R.F. Personality & Interpersonal Behavior, Holt, Rinehart and Winston, Inc. N.Y. 1978.

Competencies:	Objectives:
3. Understand the value of "chain of command," and supervisor-employee relationships.	3.1 Recognize the various levels of employee roles in regard to relationships and the "chain of command."
4. Interpret information on laws, regulations and policies and procedures affecting the worker in an employment situation.	4.1 Locate resource materials on laws, regulations, policies and procedures affecting the worker in an employment situation.
	4.2 Identify effects of laws, regulations, policies and procedures on the worker.

Suggested Strategies. Students will:	References and Resources:
3.1.1 Define the "chain of command."	
3.1.2 Identify the "chain of command" in a human services occupation by writing each job title from a career ladder on a different colored paper. Rank in order from supervisor to entry level. Explain the responsibility and role associated with each job title, and explain the reason for placement in the chain of command.	3.1.2 Human services career ladder. See Appendix. (Could be used on overhead projector.) "Chain of Command"
3.1.3 Identify the contrasting responsibilities and roles of supervisors, and other employees.	3.1.3 Job descriptions from various institutions and industries in community.
3.1.4 Read assignment on relationships to employers.	3.1.4 Sasse, Connie R. Person to Person. Chapter 14. (Selected pp.)
3.1.5 Discuss "How to Relate to My Supervisor."	
3.1.6 Role-play supervisor-employee situations.	3.1.6 Appendix: "Suggestions for Role-playing" Supervisor-Employee Situations
3.1.7 Rate "Characteristics of Student-Employees," then discuss with class.	3.1.7 Appendix· Characteristics of Student-Employees Cooperative Vocational Programs
4.1.1 Read selected reference that reportsor explains legal aspects of employment.	4.1.1 Reference list in Appendix
4.1.2 Listen to and take notes on a lecture on the legal aspects of employment	4.1.2 Local lawyer or member of advisory committee or LVEC
4.1.3 Discuss the implications of five laws which relate to family and community services	
4.1.4 Select a topic from the "Browsing Session" and answer questions	4.1.4 Appendix: BROWSING SESSION Laws and Regulations
4.2.1 Share any legal problems they've heard about in employment situations, and the employee's involvement	

Competencies:

4. (continued)

Objectives:

4.2 (continued)

4.3 Recognize personal attitude and responsibility toward employment laws, regulations, procedures, and policies.

Suggested Strategies. Students will:	References and Resources:
4.2.2 Look for news information on the effect on or involvement of the employee in legal aspects of employment and bring to class	
4.2.3 Read assignment "legal aspects of employment"	4.2.3 Chapter 13,"Awareness of Legal Responsibilities"in Kimball & Vineyard. Succeeding in the World of Work. McKnight. 1975.
4.2.4 Share and discuss in class the legal concerns that will apply to their jobs	4.2.4 Materials from: Job Service Guidance Office Public & School Library Panel of Employers
4.2.5 Answer and discuss questions asked by the confused worker	4.2.5 from O. E. Module I, Securing Employment
4.3.1 Read about legal aspects in employment situations, and role play the way they would deal with these situations	4.3.1 Student Manual for Occupational Relations, College of Education of University of Minnesota. "Taxes and the Worker" p. 89-94 "Social Security & Young" p.96-101 "Workers & Unions" p. 102-111 "Legal Problems of the Worker" p. 112-121 Available through Nicholson Hall Bookstore University of Minnesota Minneapolis, MN 55455
4.3.2 Fill in worksheet "Employment Concerns"	4.3.2 from O.E. Module I, Securing Employment

Tasks Performed in Most Community and Family Service Occupations

1. Answer telephone
2. Be a friend; good listener
3. Counseling
4. Conduct interviews
5. Develop budgets
6. Do follow-up studies
7. Education; present talks or tell people what you can do for them
8. File and do office work
9. Keep records
10. Laundry services
11. Make referrals to other agencies
12. Provide transportation
13. Remind patients of doctor appointments
14. Write letters
15. Write reports

Appendix
MOD III
Strategy 1.1.4

Family and Community Services

Interview and Observation Guide

Name _____

Date of Observation _____

Place of Observation _____

1. How many employees were working when you observed? _____

2. Select one employee and describe what she/he did?

3. If possible, interview that employee and ask:

   How long have you been employed?
   What were your previous jobs, if any?
   What do you like most about the job?
   What do you like least about the job?
   How did you get the job?
   What is the working schedule (hours)?
   How many supervisors do you have?

4. After observing this job, would you like to have a job like this? Why?

Family and Community Services

Job Definitions

from: Identification of Tasks in Home Economics Related Occupations, Family and Community Services. Developed by the Departments of Home Economics Education at Iowa State University and University of Northern Iowa in cooperation with the Iowa Department of Public Instruction.

Visiting Homemaker (Homemaker-Health Aide) assists the mother or wife in performing the duties of the home in order to keep family life as normal as possible when the family is overburdened by illness or by the stress of a family emergency

Family Planning Health Aide works under supervision of a Public Health Nurse and is trained by a Public Health Nurse in the areas of family planning, contraception, interviewing skills, patient advocacy, patient recruitment and follow-up, and community education and group presentation

Counselors on Alcoholism counsel families and individual with alcohol related problems

Management Aide in Low-income Housing Project assists housing managers of local housing authorities in the functioning and office duties of the low-rent housing complex

Deputy Juvenile Probation Officer Aide does work similar to that of a Deputy Probation Officer with the exception of having a smaller case load and being subject to supervision by Deputy and/or Chief Probation Officer

Family Management Service manages financial affairs of families in debt

Companion to the Elderly relieves family members or others responsible for his well-being. Responsibilities of the job may include assisting an older person in meeting his own psychological or physical needs; helping with personal, social or business matters and securing assistance in case of emergency.

Appendix
MOD III
Strategy 2.1.2

Name _____

Date _____

GETTING ALONG WITH CO-WORKERS-CHARACTER AND SOCIAL TRAITS

DIRECTIONS: For each of the character and social traits listed below, check the column which describes the traits that you think any employee should have to work well with others.

	Seldom	Usually or Often	Nearly Always
1. Dress or clothing (neat and clean)			
2. Grooming (free of body odor, hair combed, etc.)			
3. Friendly (enjoy being with others)			
4. Tactful (say and do the right thing in right way)			
5. Unselfish (will share things with others)			
6. Dependable (can be counted on)			
7. Sense of humor (can laugh at myself)			
8. Cooperative (will work with others)			
9. Sincere (not "two-faced")			
10. Loyal (stick by someone when they need you)			
11. Forgiving (won't hold a grudge)			
12. Patient (will take my turn)			
13. Punctual (on time)			
14. Honest (truthful, fair)			
15. Open-minded and understanding (willing to listen to the ideas of others)			
16. Even tempered (don't get mad easily)			
17. Cheerful (smiling, happy, etc.)			
18. Enthusiastic (willing to try new things)			
19. Courteous to people (will say thank you, excuse me. etc.)			
20. Good listener (willing to hear what the other person says)			
21. Sympathetic about other people's problems (cares about other people)			
22. Common sense (uses good judgment)			
23. Communications (talks clearly; easily understood)			
24. Modest (don't brag about everything you do)			

Add any others not listed:

25.			
26.			

Name _____

HOW TO GET ALONG WITH CO-WORKERS

Things which a beginning worker can do to help him be accepted by his fellow workers:

1. Don't cause arguments or fights among co-workers.
2. Don't spread gossip about another worker or your company.
3. Get respect of co-workers by doing your job well.
4. Be independent, but be willing to take help from others.
5. Take advice willingly.
6. Be friendly.
7. Always thank a person for helping you.
8. Remember the names of fellow workers.
9. Try to understand your co-worker's problems.
10. Always smile at co-workers.
11. Don't be shy, be willing to take the first step in being friendly.
12. Help others when you have finished your own work, unless told not to.
13. Always stay on your job until it's finished.
14. Show care and concern for the safety of others.
15. Always try to give a word of praise to a co-worker.
16. Try to do your work quickly and correctly.
17. Don't ask for special favors.
18. Ask questions when you don't understand.
19. Be on time and call in if you're going to be late.

"Suggestions For Role-Playing Co-worker Problem Situations"

Situation:

I. Older employee jealous of younger employee

II. One employee shifting blame to another

III. An employee taking credit which does not belong to him or her

IV. Gossiping about another employee

V. Bearing grudges

VI. "Scabs" - union relationships

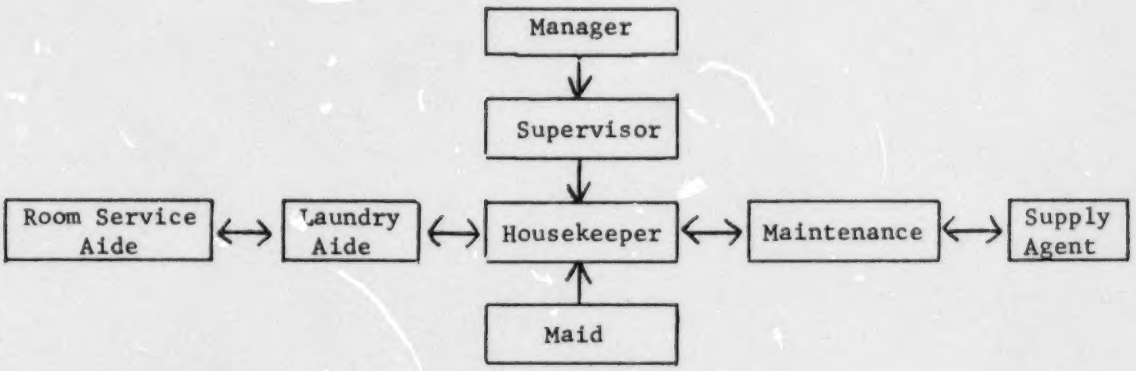
Discussion after each situation:

1. What co-worker problem or problems were being enacted?
2. What was wrong with the way it was handled?
3. Suggestions for improvement in handling the situation?
4. Have you seen or heard of similar situations on the job?
5. How can this problem be prevented?

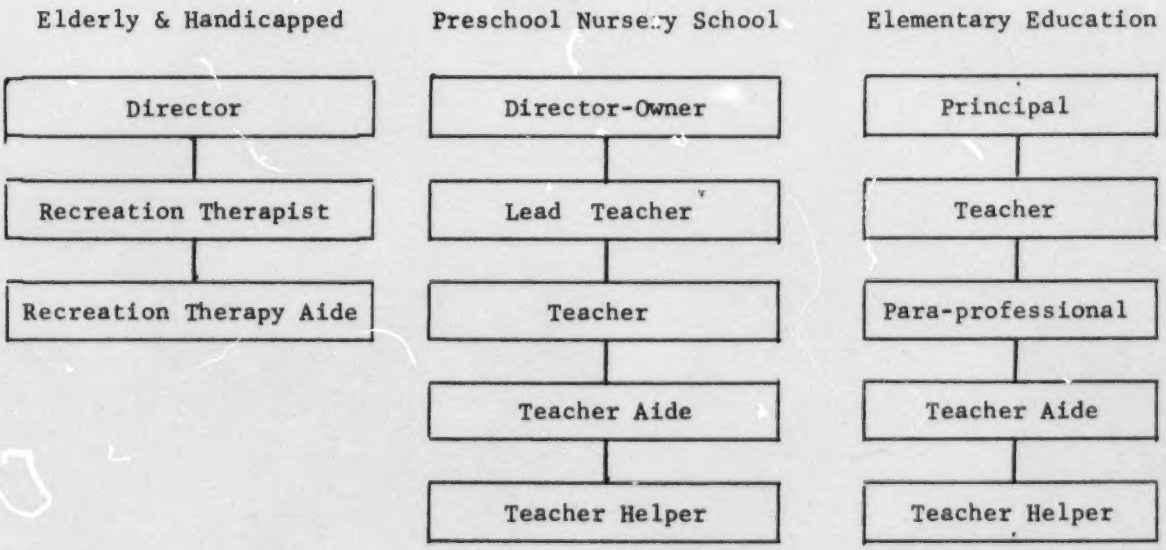
Appendix
MOD III
Strategy 3.1.2

"Chain of Command"

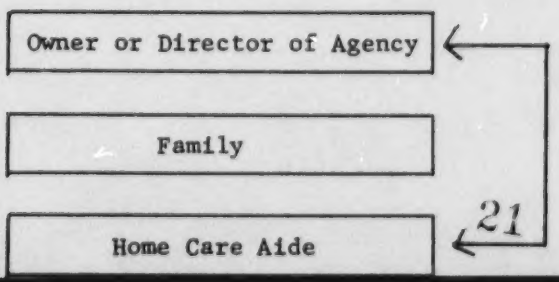
Hotel-Motel Housekeeping Careers



Day Care Careers



Home Care Careers



"Suggestions for Role-playing"

Supervisor-Employee Situations

What would you do if your employer:

a) gave you an order you believed to be wrong?

b) accused you of doing something you did not do?

c) tells you about something another employee has done wrong?

d) does not give you directions that you understand?

What would you expect a supervisor to do if the employee:

a) arrives late to work?

b) does not finish work, or does not do the work adequately?

c) cannot get along with other employees?

d) does not listen to or understand directions?

e) does not get the supervisor's permission to carry out plans, etc.?

Characteristics of Student-Employees

Cooperative Vocational Programs

Directions: Read the whole list, then pick out the ten most important characteristics, numbering the most important 1, next important 2, and so on until 10 are numbered. The tenth should be the least important of the 10 you have selected.

Prompt

Healthy

Able to follow directions

Able to read directions

Good attendance

Gets reports in on time

Does related school assignments on time

Does related assignments well

Courteous

Does not use profanity

Wears conservative clothing

Has appropriate hair cut

Can perform basic skills of the job

Knows how the basic skills relate to other aspects of the total career possibilities

Can obey orders

Can make decisions about how to perform skills

Can improve on steps to achieve a goal on the job

Can listen

Can communicate

Accepts orders pleasantly

Has positive goals

Understands employee rights

Is cheerful

Looks at job as stepping stone up from entry level job

Can handle own money, manage personal finances

Is honest

Is dependable

Able to follow instructions

Able to organize work

Is discrete in confidential matters

Recognize channels of authority

Has responsible attitude toward work

Understands own self

Can analyze and accept self

Is cooperative with superiors

Is cooperative with fellow employees

References for Objective 4.1

Laws, Regulations, Policies, & Procedures

U. S. Department of Labor
Employment Standards Administration
Washington, D. C. 20402

The Federal Wage Garnishment Law (WHPC Pub. 1279) U. S. Government Printing Office, 1974.

Handy Reference Guide to the Fair Labor Standards Act (W. H. Pub. 1282). U. S. Government Printing Office, 1975.

U. S. Department of Labor
Employment Standards Administration
Wages and Hour Division
Washington, D.C. 20402

Age Discrimination Employment Act (Pub. #560-913) U.S. Government Printing Office, 1974.

Equal Pay (W. H. Pub. 1320), U. S. Government Printing Office, 1973.

Equal Pay Under the Fair Labor Standards Act (W. H. Pub. 1179) U. S. Government Printing Office, 1974.

U. S. Department of Labor
Employment Standards Administration
Women's Bureau
Washington, D. C. 20402

A Working Woman's Guide to Her Job Rights (Leaflet 55), U. S. Government Printing Office, 1975.

U. S. Department of Labor
Washington, D. C. 20402
or
Local Social Security Office

Know Your Employment Rights, U. S. Government Printing Office.

Laws on Sex Discrimination in Employment, U. S. Government Printing Office, 1973.

Social Security Information for Young Families (Pub. #(S.S.A.) 75-10033) U. S. Government Printing Office, 1974.

Social Security for Young People-Teaching Aids, U. S. Government Printing Office, 1972.

Your Social Security, (DHEW Pub. #(S.S.A.)75-10035. U. S. Government Printing Office, 1975.

Channing, L. Bets Co.,"Social Security and You." 45 Federal Street, Greenfield, MA 01301. 1972.

Department of the Treasury
Internal Revenue Service

Understanding Taxes, U. S. Government Printing Office, 1974. (only 1 mailing to each school)

Rankin, L. T., Orientation to the World of Work: Taxes Affecting the Worker. Taylor Education Bldg., Rm. 151, University of Kentucky, Lexington, Kentucky 40506. Curriculum Development Center for Kentucky.

Committee on Labor and Public Welfare. Fair Labor Standards Amendments of 1974 (P.L. 93-259). (Pub. II 0-583-667 (23)). Washington, D. C. 20402. U. S. Government Printing Office, 1974.

American Federation of Labor and Congress of Industrial Organiations. Why Union? 815 16th St., N.W., Washington, D. C. 20006. Author, 1969/

North Dakota Employment Security Bureau. Job Service - Job Insurance (Pub. #E.S.B.-150 (4-75)), 216 N. 2nd St., Bismarck ND 58501. 1975.

Welfare, Social Security Administration, Washington, D. C. 20402

Applying for a Social Security Number (D.H.E.W. Pub. II (S.S.A.) 74-10064). U. S. Government Printing Office, 1974.

If You Become Disabled. (D.H.E.W. Pub. #(S.S.A.) 75-10029) U. S. Government Printing Office, 1975.

BROWSING SESSION

Laws & Regulations

List of Topics (circle the one you select)

Social Security

Internal Revenue (Tax)

Minimum Wage and Hour Law (Child Labor Law)

Health Regulations

Unions

Discrimination

Unemployment Compensation

Questions:

1. What are the main provisions of this law or regulation? (State as if you were explaining to someone not familiar with it.)

2. List and define any new words or concepts you gained from the reading.

3. What effect does your topic have on the worker?

4. How does your topic restrict the worker? Protect the worker?

5. List a source where further information can be found regarding this topic.

Final Examination, MODULE III

Roles and Responsibilities
in Family and Community Services

Items

Competencies	Taxonomy Levels					
	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
1		68-78				
2			55-58 59-63			
3			51-54 59-63 64-67			
4	1-24	25-36	37-50			

MODULE III
F & C Services
U.W.-Madison
78 pts.

Examination

Roles and Responsibilities

Student Name _____

DIRECTIONS: Read the short story and mark X in front of correct statements and O in front of incorrect statements.

Mary is 17 years old and has just taken a new job. When Mary applied for a work permit for her first job, she needed:

_____ 1. Proof of employment in writing.

_____ 2. Proof of age with a birth or baptismal certificate.

_____ 3. One dollar which is refundable by the employer.

_____ 4. Verbal approval of her parents.

Mary is checking her schedule for the next week at work. Which hours are legally acceptable for her to work on a day preceeding school?

_____ 5. Daily from 3:30 p.m. to 10:45 p.m.

_____ 6. Six p.m. to closing with other 17-year-olds at 12:30 a.m.

_____ 7. Open restaurant alone at 5 a.m. to noon daily.

_____ 8. Daily 6 p.m. to 11:00 p.m.

Time off for Mary and John is sometimes governed by law. Which of the following is legally required?

_____ 9. Fifteen minutes break after 3 hours or so.

_____ 10. Thirty minutes after 6 consecutive hours of work.

_____ 11. A break after eight hours of work.

_____ 12. A mealtime break of thirty minutes near the normal meal hours after any six-hour period of time worked.

If Mary were working for the Good Day Restaurant, she would receive Workman's Compensation to cover:

_____ 13. a job-related accident.

_____ 14. layoff during slow business times.

_____ 15. an employer's sign of appreciation for a job well done.

_____ 16. hospital expenses for injury on-the-job.

John is eligible for unemployment insurance under the following conditions:

_____ 17. He is laid off.

_____ 18. Job loss is caused by seasonal employment.

_____ 19. He terminates his job.

_____ 20. He is fired from the job.

John and Mary should understand certain things about Social Security contributions. Which are true?

_____ 21. It is a social insurance program.

_____ 22. It may be elected by John or Mary by choice.

_____ 23. Social Security requires mandatory contributions.

_____ 24. It will be charged on all gross earnings throughout life.

Amy is a housekeeping aide. The salary she receives is not the minimum wage, but her employer can consider the following when computing her salary:

_____ 25. He can claim tip pay when tips of over $30.00 per month are made.

_____ 26. He can claim wage credit up to 50% of the minimum wage.

_____ 27. He can keep a record of all his employees' daily tips and subtract them from the employees' salaries.

_____ 28. He may reduce the amount earned in tips by collecting a percentage of them.

John feels that he may receive overtime pay, but his employer lists the following as exemptions of overtime pay:

_____ 29. Casual babysitters and persons employed as companions to the elderly.

_____ 30. Anyone who stocks shelves in a supermarket for a special sale.

_____ 31. Employees at some seasonal amusement parks.

_____ 32. Employees of hotels and motels as maids or custodians.

Mary takes a job working for a hospital that is union organized. What are her options about union membership?

_____ 33. Join and pay monthly dues

_____ 34. Pay half the membership fee because she doesn't want to join

_____ 35. Decline membership, but pay her fair share of dues

_____ 36. Not join, but take advantage of union benefits such as salary increases

DIRECTIONS: Read the situation and complete, or answer, with a phrase from the second column. Place the letter in the blank provided.

_____ 37. Where would Mary go to apply for pay if she were laid off?

_____ 38. What three places could John go to check on his employer's compliance with minimum wages?

_____ 39.

_____ 40.

_____ 41. A friend of John's is severely injured on the job. Where would he go for retraining?

_____ 42. A worker needs help in filling out an income tax form. Where did Mary suggest he check for free information and forms?

_____ 43. A group of young workers feels that they have been passed over for promotion because of their age. Where did they go for assistance?

_____ 44. A restaurant worker is concerned about health laws in her city but needs some place to find out.

_____ 45. There is a complaint about an unjust job promotion. Where is a good place to begin your questionning?

_____ 46. A question about a job safety hazard arises; you should check with which group?

_____ 47. George is undecided about what kind of job he should look for, and you suggest that he visit which local offices?

_____ 48.

_____ 49. Mary realizes that she, as a woman, gets unfair wages, and she seeks the help and direction of this agency.

_____ 50. If handicapped since birth, many potential workers can receive assistance here.

A. Job Service, State Department for Labor

B. OSHA

C. Public Health Dept.

D. Social Security Administration

E. State Department for Labor, Equal Rights Division

F. State Employment Service

G. Vocational Rehabilitation

H. Yellow pages

DIRECTIONS: Read the situation, then mark true responses with an X and false responses with a O.

Dick has just started working as an aide in a hospital and he observes that his supervisor is doing heavy lifting in a very inefficient manner. He should:

_____ 51. Tell his supervisor he doesn't know what he's doing.

_____ 52. Compliment the supervisor on his strength.

_____ 53. Do his own lifting as efficiently as possible.

_____ 54. Not talk about it until he knows the supervisor better.

Dorie loves craft work and is good at it. She has just started work at a day center for elderly people and is one of three craft instructors. She sees the other instructors doing sloppy and slow work. She should:

_____ 55. Outdo her coworkers in production and quality.

_____ 56. Do what the others do and consider the job a real snap.

_____ 57. Try to determine if there is a reason for the sloppy work.

_____ 58. Report the situation to the supervisor.

Two employees, Mildred and Jack, are dietary aides and exhibit the following behaviors. Which are acceptable?

_____ 59. Mildred tells Jack to finish tray clean-up as she is exhausted.

_____ 60. Jack decides he has worked long enough and takes his break early.

_____ 61. Jack asks Mildred to cover for him because he needs an early break

_____ 62. Mildred and Jack talk it over every day and take breaks when they think it's okay.

_____ 63. Mildred and Jack check with the supervisor about break time and then talk it over with each other.

John has been scolded by his employer because he told Mary she was doing her job wrong, which meant he couldn't do his right. How should John handle this?

_____ 64. Apologize to Mary.

_____ 65. Promise to go to the supervisor when such problems arise.

_____ 66. Discuss the jobs to be done with Mary and the supervisor.

_____ 67. Tell the supervisor it isn't his fault.

DIRECTIONS: Employers in Family and Community Services can expect certain things of employees. Read the behaviors in Column I and classify them into one of the categories in Column II. Place the letter of the category in the blank provided.

Column I	Column II
_____ 68. Is able to work with other workers	A. Basic Skill
_____ 69. Really wants to do a good job	B. Communication
_____ 70. Can bathe a patient in bed	C. Cooperation
_____ 71. Continues doing a good job even when the boss isn't around	D. Initiative
_____ 72. Can see better ways of doing jobs	E. Integrity
_____ 73. Can keep a secret when client requests it	F. Motivation
	G. Performance

DIRECTIONS: Read the task description and place the letter of the job it describes in the blank provided.

_____ 74. Helps young families to have children when they want them	A. Companion to the Elderly
_____ 75. Helps children and spouses of persons who use drugs unwisely	B. Counselors for Alcoholism
_____ 76. Assists the homemaker to perform the duties of the home when the family is in an emergency situation	C. Deputy Juvenile Probation Officer Aide
_____ 77. Helps families with debts and financial problems	D. Family Management Counselor Aide
_____ 78. Relieves families of being with elderly people all of the time	E. Family Planning Health Aide
	F. Visiting Homemaker